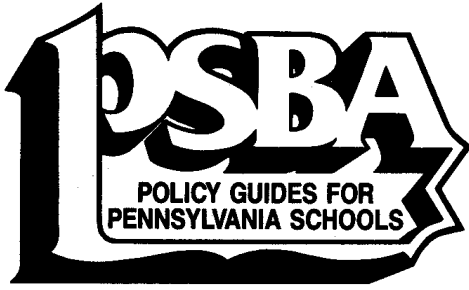


SECTION:

TITLE: Programs and Services For
Students With Limited English -
ESL

ADOPTED: November 18, 2002

REVISED:



PROGRAMS AND SERVICES FOR STUDENTS WITH LIMITED ENGLISH –
ESL

CONTENTS:

- Overall Strategic Program Goals
- Background
- Statement of Goals and Objectives
- Student and Parent Orientation Procedures
- Identification and Placement
- Assessment Process
- Grading
- Instructional Program
- Student Participation in Related and Extracurricular Activities
- Pupil Personnel Services
- Special Education
- Other Services
- Staff Development
- Community Involvement
- Program Advisory Committee
- Communication With Student’s Homes
- Complaint Resolution Process
- Program Evaluation Procedures
- Certification and Staffing

- Attachments: 1 – ESL Grading Policy
 2 – Identification Process
 3 – Parent Orientation Materials
 4 – Home Language Survey
 5 – Classroom to ESL Teacher Monitoring Report
 6 – ESL Standards Reporting Form
 7 – Classroom to ESL Teacher Communication
 8 – ESL End of Year Evaluation

Overall Strategic Program Goal:

TO PROVIDE INTERACTIVE SECOND-LANGUAGE LEARNING

ENVIRONMENTS FOR ALL OUR ESL STUDENTS THAT WILL ENCOURAGE AND FACILITATE THE LANGUAGE ACQUISITION NECESSARY FOR THEM TO ACHIEVE ACADEMIC SUCCESS AND MEET THE PENNSYLVANIA REQUIREMENTS FOR GRADUATION.

Background:

The education of students whose dominant language is not English is the responsibility of every school district in the Commonwealth. It is part of the basic education to which each student is entitled. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a “basic educational” program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states:

To implement English as a Second Language (ESL) program, Tussey Mountain has a clear delineated procedure for enrolling students with limited English proficiency. We administer a home language survey as required by the Office for Civil Rights. And, we determine the student’s English language proficiency through formal language testing. Then, ESL instruction at the appropriate level is provided for the student.

Planned instruction in English as a second language includes listening, speaking, reading and writing. Therefore, ESL will generally replace language arts instruction. Teachers with an Instructional I or II certificate teach ESL classes. Tutoring students in the content area is not the same as teaching them English as a second language. In order to achieve academic standards, students are scheduled in content area classes with the understanding that they may not be able to comprehend all the instruction. Teachers adapt courses of study and work in tandem with the ESL Coordinator to meet student needs.

Federal regulations require districts to provide information about assessment and academic achievement, etc., to parents in their native language or in their preferred mode of communication. This means that it is our responsibility to provide for translation and interpretation services.

Tussey Mountain tries to make every effort to provide an orientation to parents as well as to the students. Our orientation includes what ESL is, what content classes the student will participate in, what special programs are available, homework and attendance policies and district-wide assessment practices and procedures. Expectations for participation and behavior are made clear to all involved.

Schools which have limited English proficient students enrolled and which are not offering ESL instruction, are in violation of the Civil Rights Act, the Equal Educational Opportunities Act and State Board of Education Curriculum regulation CSPG-108, Staffing English –as-a-Second Language.

Statement of Goals and Objectives.

Tussey Mountain's ESL program is:

To provide English language instruction to all Limited English Proficient (LEP) students K-12 through interactive second-language learning environments that will facilitate and encourage their ability and desire to succeed academically and socially. The objectives of the ESL program are to:

- > Teach Listening, Speaking, Reading, and Writing skills to each student in the ESL program.
- > Create a well-defined sequential ESL program for English language learners, K-12, across four language competency levels.
- > Assist all ESL students in accessing content area instruction while learning English, so they can remain at grade level and make progress toward grade level competency in content areas.
- > Mainstream students into regular curricula as soon as they can consistently compete successfully with their English dominant peers in all curriculum areas.
- > Monitor closely the progress of former LEP students who have exited the ESL program to determine if additional alternative language instruction is needed in any content area and to provide remediation when necessary.
- > Familiarize the ESL student with the varied cultures and customs of the United States while promoting their own ethnic pride.
- > Help the ESL student to learn and understand the social paradigms of school and community and to use the appropriate language and behavior to communicate and interact successfully within those paradigms.
- > Communicate consistently with mainstream teachers, school administrators and counselors, pertinent support staff, and parents to address the learning and emotional needs of ESL students.

Student and Parent Orientation Procedures.

Both students and parents of potential ESL students will be provided specific information about the ESL program when screening procedures indicate eligibility for the program. Information provided to the parent at orientation will include: reasons for ESL instruction, testing, grading, language development, content area support, ESL communications class.

General information regarding the district's ESL program will be provided through district handbooks, newsletters, parent nights, etc.

Identification and Placement:

Screening and Procedures

These are the steps for referral at registration time or beyond:

1. A Home Language Survey is administered to all incoming students from which second language students can be identified. It is imperative that the survey be properly and fully completed at the time of registration.
2. If the survey so indicates, the Building Principal will be notified as well as the ESL Coordinator.
3. The ESL Coordinator or designee will administer diagnostic testing to determine the student's eligibility, need, and level. If the child is eligible, an implementation plan will be completed that records the testing results and instructional plan for the student.
4. The ESL Coordinator will notify the building principal by telephone, in writing, or in person whether or not an ESL need is present and will discuss the recommendations for implementation an instruction of the ESL plan.
5. The principal will then schedule a time to meet with the ESL Coordinator, and the classroom teacher(s) to discuss the ESL implementation plan and the role each will play. It is imperative that the principal attends this meeting so that the program can be appropriately monitored.
6. The high school principal will need to schedule another meeting at the beginning of the second semester with the ESL teacher and the teachers who will be teaching these students during the second semester to make them aware of their role in the ongoing ESL implementation plan

Student Referrals after registration may be made by 1) Elementary IST, 2) Elementary or Junior High Guidance, 3) High School Guidance

At that point this becomes the procedure:

The ESL Coordinator should be contacted as soon as possible when a referral suggests ESL concerns. The ESL Coordinator or designee will administer diagnostic testing to determine if an ESL need is present. The ESL Coordinator will notify the building principal, either by telephone, in writing, or in person whether the

	student is eligible for ESL. If the student is eligible for ESL, step 4 and 5 of the procedure policy should be followed.
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The ESL coordinator should be included as a member of the team developing the educational plan.

Entry and Exit Criteria

A child who needs English language instruction and support must first be identified. This identification is usually accomplished through the Home Language Survey form included in all school registration materials. All parents must complete the Home Language Survey as mandated by the Office of Civil Rights and is required of all school districts in every state, including Pennsylvania.

A child is identified as a possible ESL student when one or both parent's primary language not English as indicated on the Home Language Survey. Also, if the survey states that more than one language is spoken in the home in which the child has been or is being raised, the child should be evaluated to determine what English language help is needed for the child to understand fully the instruction and academic cognitive demands in the classroom. Formal language testing follows identification of a second language learner.

Formal language testing in conjunction with informal assessment tools that may be available determines whether or not a student needs ESL. If not, the child is mainstreamed into the regular classroom. If the child's test assessment results indicate a need for ESL, an implementation plan is completed, formally enrolling the child or student in the ESL program. This plan gives the student's language level and shows the ESL instructional level at which he/she begins their formal study of English. The program coordinator and/or other designated professionals in the program do all language testing.

In the absence of a Home Language Survey or if the survey failed to indicate a second language need, then the students may have been mainstreamed without the school's knowledge that they are second language learners. Usually, in such cases, the child's needs become evident to the classroom teacher within the class environment. When this happens, the teacher should refer the child to the principal for language testing. The principal contacts the program coordinator in order to have the child's language needs evaluated. Once formal testing is completed, the placement process proceeds as explained above.

Assessment Process

Formal language testing of BICS (Basic Interpersonal Communication Skills for speaking and listening) and CALP (Cognitive Academic Language Proficiency for reading and writing) is administered to any child for whom a need is determined. The formal assessment tools used are the Woodcock-Munoz Language Survey, the

	<p>Peabody Picture vocabulary Test (PPVT) and the IDEA Proficiency Test (IPT).</p> <p>ESL students who have been residents in the district for one full 180-day school year are required to take the PSSA, regardless of their language competency. Any ESL student who has been in the district less than 180 days may be allowed a one-time exemption. Should a student move in or out of the district within the first exemption period, the exemption could apply for the remainder of the 180-day period in the new district. If the student moves in or out of the district after the first exemption period, no exemption will apply in the new district.</p> <p>Inclusion of ESL students in district standardized testing or local achievement testing is determined by the language competency and performance ability of the student. Students can be exempt from this testing at the non-English and Beginning English levels of language, but should be include in these assessments with appropriate accommodations when they reach the intermediate level of English.</p> <p>Information is exchanged between ESL teacher and classroom teacher and ESL teacher and parent by utilizing district forms.</p> <p>Grading</p> <p>Page 4 of ESL BEC, dated July 1, 2001, states:</p> <p><i>“During the initial periods of language acquisition and development, school districts/charter schools may opt to grade English language learners on a pass/fail basis.”</i></p> <p>It makes little sense to evaluate an ELL until such time that he is speaking English as a second language and is able to listen and converse in English on a conversational level. The Pass/Fail criteria are explained here. Until the child can comprehend and perform on level with his native speaking peers he shall be evaluated only his/her Work Ethic.</p> <p>Work Ethic (WE) Pass – S – Satisfactory (making a good effort at class work) Fail – NI – Needs Improvement (not making a good effort, i.e., Refuses to cooperate)</p> <p>Academic grading shall not begin until the ELL can independently demonstrate comprehension of the subject matter. No letter grades shall be given prior to the students obtaining proficiency in English. The ESL Coordinator will determine when the student has gained an understanding and productive level of conversational and academic English proficient enough to permit grading.</p> <p>Academic Standard (AS)</p>
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	<p>Pass – Proficient – student is showing mastery with/without accommodations Fail – Basic – student is not showing mastery with/without accommodations</p> <p>Classroom teachers in conjunction with ESL recommendations will determine instructional objectives that the ESL student should be able to obtain within limitations of the receptive and productive English performance level.</p> <p>Classroom teachers will assess the attainment of these objectives, record and report them to parents and the ESL teacher in an anecdotal fashion. ESL teachers submit regular quarterly progress reports on the learner’s growth to the classroom teacher. The ESL teacher and coordinator will also assess student growth at the end of each school year.</p> <p>Instructional Program</p> <p>Type of Program</p> <p>Tussey Mountain’s program is an ESL program with ESL classes. In the ESL class, English is taught to children from other cultural and linguistic backgrounds as a foreign language content course. Focus is on the acquisition of the four language skills of listening, speaking, reading, and writing. Emphasis at the beginning levels of English is primarily on listening and speaking, incorporating beginning reading and writing skills. Emphasis at the intermediate and advance levels of English shifts to developing the student’s CALP ability in reading and writing. The ESL teacher will provide class sessions for specified periods of time during the school day/week.</p> <p>ESL Program Instruction</p> <p>The ESL instructional program for culturally and linguistically diverse students is designed to provide social and academic language development, explicit instruction and practice in using learning strategies to acquire both declarative and procedural knowledge that can be applied in the content areas, and finally to integrate grade appropriate content topics into the language learning environment. The content of each class determines the academic language objectives and the types of learning strategies appropriate for the instruction. The English language is developed and used as a functional tool for learning academic subject matter. Metacognitive, cognitive, and social/affective learning strategies are explicitly taught and appropriately applied to facilitate the student’s learning.</p> <p>Planned Instruction to PA Standards</p> <p>An ESL curriculum K-12 across four competency levels has been developed. This curriculum is standards-based following the alignment of the PA Standards and TESOL Standards.</p>
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Time Allocated for ESL Classes

Time is allocated to student instruction according to each student's needs. Needs are based on assessments that yield a CALP level. Tussey Mountain attempts to provide each child with the hours recommended for his level according to his chart.

Level	CALP Category	Description	Hours Recommended
I		Very Basic	
II	Beginning	Fragmented	15 a week, 3 per day
III	Intermediate	Intermediated	10 a week, 2 per day
IV	Advanced	Proficient	5 per week, 1 per day

Student Participation in Related and Extracurricular Activities

All ESL students are provided with the same opportunities to participate in a wide-range of curricular and extra-curricular activities available to all non-ESL students in the district.

Pupil Personnel Services.

Counseling

Students who are in ESL programs are monitored carefully by the ESL Coordinator, guidance counselors, IST teachers and classroom teachers for both cognitive and affective growth. If potential problems are recognized, ESL students are provided with appropriate interventions to assist in making them more successful in the classroom. At the secondary level, career guidance is available to ESL students.

Special Education

ESL students are carefully monitored for cognitive growth to insure that any identification as a special needs child is truly warranted and in the child's best interest. In any special education proceeding every attempt is made to have the parents understand the procedures. This includes providing a native speaker to interpret for the parents.

When testing for the ESL student's cognitive growth, the testing should be done in the student's native language. If no qualified native-speaking tester is available, an interpreter may assist the school's psychologist in the testing to interpret the language of the questions or statements of the test(s).

The ESL Coordinator should be included in the MDE process for an ESL student.

The ESL student with an IEP receives ESL instruction and well as Special Education Services.

Other Services

Data collection for ESL students occurs in these areas: achievement results, retention rates, attendance rates, extracurricular activity rates, rate of placement in special education, drop-out rates.

ESL students participate in accelerated academic classes and academic classes as their abilities are identified. These students can also receive ESL instruction if their language need warrants it. An ESL student who is gifted or in advance placement should not be automatically exempt for ESL Testing or instruction.

Staff Development

Periodically the district shall provide staff development funding to be used for the further development of ESL related teaching skills. This often is provided via one or two day off-site workshops with ESL authorities and occasionally by bringing an authority on-site.

A needs assessment will be conducted to determine areas of recognized need so that staff development can be appropriately targeted.

Periodically the classroom teachers and specialists in the district will be provided with a short awareness workshop on how ESL will be provided in the district. The district plans to provide staff-development for classroom teachers in how to work more effectively with ESL students as needed.

Community Involvement

At the end of each school year a meeting of all parents of ESL students and all appropriate staff and interested community members are invited to a presentation by the ESL coordinator and Assistant Superintendent regarding the district's ESL program. At this meeting, relevant information is presented and input is gathered in order to enhance the delivery of ESY services. Changes are recorded and presented to the School Board through budget and program recommendations.

Program Advisory Committee

A Program Advisory Committee is formed from the community meeting. The membership will consist of administration, faculty and parents (with preference given to ESL parents). The committee reviews community input and forms specific recommendations to be submitted to the School Board.

Communication With Student's Homes

Communication with the parents of ESL students will occur through formal publications such as the district newsletter, notices placed in the local newspaper, correspondences through the superintendent's office; and through informal means such as phone calls, teacher correspondences and parent-teacher conferences.

Complaint Resolution Process.

Complaints about the ESL program (i.e., time allocated for instruction, pace of instruction etc.) are handled initially through a joint meeting of the complaint, the Assistant Superintendent and the ESL coordinator. If the complaint is not resolved, it is referred to the Superintendent for a hearing.

Program Evaluation Procedures.

A periodic internal program evaluation will be conducted and the results reviewed by the administration and Board of School Directors. Surveys will be given to both staff and parents of children participating in the ESL program. Data will be gathered and program modifications shall be made on the basis of survey results.

Certification and Staffing.

In view of the diversity of ESL and Bilingual classes and programs in Pennsylvania and the absence of specific certification for such instruction, certification and staff assignment shall be in accordance with CSPG Nos. 90 and 80A. These CSPG's permit the assignment of a person holding any Level I or II certificate. However, the district will comply with the provisions and intent of CSPG No. 80 and will be responsible for assigning a person who possesses certification appropriate to achievement of the Planned Instruction objectives.

**ESL GRADING POLICY
Tussey Mountain School District**

On page 4 of the current Basic Education Circular of July 1, 2001, issued by the Office of Elementary and Secondary Education for the State of Pennsylvania, it states that:

“During the initial periods of language acquisition and development, school districts/charter schools may opt to grade English language learners on a pass/fail basis.”

In the Tussey Mountain School District this grading standard is interpreted as follows:

PASS/FAIL grading should be used for all Non-English and Limited English Proficient Students (ESL/LEP) when the language barrier prevents them from fully comprehending or performing on level with their native-speaking peers.

1. **PASS WHEN:** the student is making all the effort he/she can in the class and is appropriately meeting the modified subject requirements determined for the student, but is below a 70% achievement level.
2. **FAIL WHEN:** the student refuses to cooperate and fulfill the modified subject requirements for either the classroom or the ESL teacher.
3. **GRADE WHEN:** A. the ESL student can independently demonstrate comprehension of the subject matter and complete reading and writing tasks with limited or no subject modifications at a 70% or better achievement level.

AND

B. the classroom teacher and ESL teacher concur that grading the student is appropriate.

A1

IDENTIFICATION PROCESS

ESL instruction is a part of the regular education program. No child needs a parent's permission to take part in the program.

Home Language Survey Identification Method*

Home Language Survey administered.

Home language other than English? Yes

Home Language Survey result communicated to ESL coordinator

Coordinator Assesses student's CALP Level.

Student needs ESL instruction? Yes

Coordinator informs Principal that child needs instruction.

Principal coordinates schedule between ESL Teacher and regular classroom Teacher.

ESL Teacher and regular teacher work together.

IST Identification Method*

Child is referred to IST.

IST team believes child needs ESL support.

IST Teacher communicates with ESL Coordinator.

Coordinator Assesses student's CALP Level.

Student needs ESL instruction? Yes or No

Coordinator informs IST Teacher that child needs/does not need instruction

Student needs ESL instruction? Yes

IST Teacher coordinates schedule between ESL Teacher and regular classroom teacher.

ESL Teacher and regular teacher work together.

Exit and Monitoring Criteria

Formal language assessment, formal standardized test results, and a wide range of informal assessment tools are used to determine when an ESL student can be fully mainstreamed or exited from direct ESL instruction and support into regular classes. Upon exiting the instructional program, the ESL student is monitored for two years to ascertain if the student is successfully maintaining independent academic achievement across the curriculum.

* If the Principal or IST Teacher believes that the parents should be notified of the child's educational plan, it is the responsibility of the school district to inform them.

A2

PARENT ORIENTATION MATERIALS

THE ESL PROGRAM

ESL means English as a Second Language. ESL is a program of English language instruction given to students who come from a language background other than English. Specific language instruction and class support is given to all students who are identified as second language learners IF their need demands it.

THE REASONS FOR ESL INSTRUCTION

By law all students must have equal access to all educational instruction and opportunities (Title VI of the Civil Rights Act of 1964). This law includes children who are second language learners. If the child's primary or home language is not the language used in his education at school, then the school must provide the child with necessary language instruction in order for the child to be successful in the classroom.

ESL instruction exists to help students learn English as fast and as well as possible in order for them to receive classroom instruction successfully, to do class work and homework successfully, and to function successfully in life beyond school.

How does a child receive ESL help in school?

A child who needs English language help must first be identified. This identification is usually done through the HOME LANGUAGE SURVEY form that parent complete at the time of school registration. If the parents' language is one other than English or there is the presence of more than one language in the home that the child has been raised with, the child may need some English language help to understand the instruction in the classroom.

Another way that a child can receive help is through teacher referral, IST referral, and/or guidance office referral.

Once the child is identified or referred, he is given a formal test that shows how much English language he already knows and to determine how much is social language and how much is academic language. The ESL placement is made according to the language competency level shown in both formal testing and informal observation and information.

What tests are used and when is the testing done?

Three formal tests that may be used: The IDEA PROFICIENCY TEST (IST) of English language, which tests the students' English proficiency and also shows some degree of the students' academic knowledge of English. Along with the IPT, the PEABODY PICTURE VOCABULARY TEST (PPVT) is used to show the degree

of receptive language the student has and is gaining. The last language test is the WOODCOCK-MUNOZ LANGUAGE SURVEY, which targets the students' knowledge of Academic English.

Testing is done two times a year, once in September and again at the end of the year in May. From this, language growth in English can be measured and student placement can be adjusted accordingly.

It is important to note there that any and all language testing is not connected to the standardized testing that students must undergo in the district, such as the PSSA or the Stanford Achievement Test. The Stanford Achievement testing is done in the district to measure students' knowledge and achievement in content areas and skill development. The PSSA is a state standardized test that every school district must give in order to measure students' knowledge for advancement to the next grade level and for graduation.

What kind of ESL instruction is given?

ESL placement and instruction is based on the student's level of language competency in both social and academic English. Social English is officially referred to as Basic Interpersonal Communication Skills (BICS). It takes a child anywhere from six months to two years to learn this level of language. Academic English is officially from five to ten years to gain fluency in this level of language.

It is the CALP level of language that a student needs in the classroom to be successful. There are five levels of CALP language. Level 1 is a student who knows little or no English. Level 2 is a student who is beginning to understand some basic English. Level 3 is a student who has learned basic English, but has only a limited understanding of academic English. Level 4 is a student who has adequate academic English and can manage fairly well independently, but still may have difficulty in some areas. Level 5 is a student who has gained fluency in English and can function as well as a native speaker in any classroom.

ESL instruction falls into three main categories: General Language Development, ESL Content-Area Support, and ESL Communications Class. Each of these types of instruction is designed to provide the kind of language help the student needs at any time. It is not unusual that a student will have more than one form of ESL if that is what he needs. This is especially true with students who are at the secondary level, i.e., junior high school and high school. Content needs usually mean that a junior high/high schooler will not only need help from a tutor or a class to learn general English, but will also need help from the ESL teacher to understand content-area work.

How is the ESL student graded?

Grading in school depends on the language competency level of the student. It is against the law to fail a student who is unable to do the class work, pass tests, or complete projects because he does not understand the language of instruction. A student is graded only when the student has learned English well enough that he can function fairly well in the classroom with little or no support. The teacher must adapt coursework to help lower CALP level students and may leave assignments as they are for the higher CALP level students. ESL supports is given as needed in these situation.

When a student cannot do or comprehend the classroom work on level with native speakers because of the language barrier, a PASS/FAIL grading is used. ESL support and adaptive coursework is implemented to help the student gain a limited understanding of the class. The ESL teacher and the classroom teacher work together closely to provide this support instruction to the student until the student achieves a higher level of language competency that allows the student to function on his own successfully.

FIVE LEVELS OF CALP:

Level 1 Negligible English

* A Level 1 student will find the language demands of a learning task impossible to manage.

* When compared with others of the same age or grade, a Level 1 student would demonstrate negligible cognitive academic language proficiency.

Level 2 Very Limited English

* A Level 2 student will find the language demands of a learning task extremely difficult.

* When compared with others of the same age or grade, a Level 2 student would demonstrate very limited cognitive academic language proficiency.

Level 3 Limited English

* A Level 3 student will find the language demands of a learning task difficult.

* When compared with others of the same age or grade, a Level 3 student would demonstrate limited cognitive academic language proficiency.

Level 4 Advanced English

* A Level 4 student will find the language demands of a learning task manageable.

* When compared with others of the same age or grade, a Level 4 student would demonstrate competent-advanced cognitive academic language proficiency.

Level 5 Fluent English

* A Level 5 student will find the language demands of a learning task easy.

* When compared with others of the same age or grade, a Level 5 student would demonstrate fluent cognitive academic language proficiency.

HOME LANGUAGE SURVEY *

The Civil Rights Law of 1964, Title VI requires that school districts/charter schools identify limited English proficient (LEP) students. Pennsylvania has selected the Home Language Survey as the method for the identification.

School District:

Date:

School:

Student's Name:

Grade:

1. What was the student's first language?
2. Does the student speak a language other than English?
(Do not include languages learned in school.)
3. What language(s) is/are spoken in your home?

Person completing this form (if other than parent/guardian):

Parent/Guardian signature:

* The school district/charter school has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the school district/charter school may conduct screenings or ask for related information about students who are already enrolled in the district as well as from students who enroll in the school district/charter school in the future.

A4

CLASSROOM TO ESL TEACHER MONITORING REPORT

STUDENT: _____ DATE: _____

GRD: _____ COURSE: _____ ESL TEACHER: _____

To best evaluate the above student's overall progress in the mainstream classroom this year, please circle the rating that best applies to that student's performance on the following checklist.

1. How would you rate this student's general language proficiency in your class/grade?
weak fair good very good excellent
2. The student responds appropriately to what is said and asks questions or requests information.
never/rarely sometimes usually consistently
3. The student engages others to receive and give information.
never/rarely sometimes usually consistently
4. The student's pronunciation is (check which response best applies):
____ heavily accented and extremely difficult to understand
____ noticeably accented, but mostly understandable
____ lightly accented, but easily understandable
____ similar to native speaker
5. The student's fluency, clarity, and pace of speech are:
usually hesitant sometimes hesitant similar to native speaker
6. The student's use of vocabulary in speaking is (check one):
____ simple, general and non-specific ____ mostly varied and specific
____ somewhat varied with limited use of detail words ____ similar to native speaker
7. The student is able to decode content area reading material
sometimes usually consistently
8. The student is able to understand content area reading material
sometimes usually consistently
9. The student's use of vocabulary in independent writing is (check one):
____ simple, general and non-specific ____ mostly varied and specific
____ somewhat varied with limited use of detail words ____ similar to native speaker
10. The student uses correct grammar:
in speaking – never/rarely sometimes usually consistently
in writing – never/rarely sometimes usually consistently
11. The student's overall writing skill is (check guided or independent and circle the rating):
____ guided: consistently usually sometimes never/rarely
____ independent: never/rarely sometimes usually consistently

ESL STANDARDS REPORTING FORM

Name: _____ Date: _____

Grade/School: _____ P.L.: _____

ESL Teacher: _____ I.L.: _____

- INSTRUCTIONAL** _____ 1. ESL Language Development (Gen.) Tutorial
Small Group
- ENVIRONMENT OF** _____ 2. ESL Content-Area Support (English, Social
Studies, Science) Tutorial Small Group
- ESL SERVICES** _____ 3. ESL Class (Alternative to LA/Communications)

- | | |
|---|--|
| 1. Learning to Read Independently | 5. Quality of Writing |
| A. Purposes for reading | A. Focus |
| B. Word recognition skills | B. Content |
| C. Vocabulary development | C. Organization |
| D. Comprehension and inter | D. Style |
| E. Fluency | E. Conventions |
| 2. Reading Critically in All Content | 6. Speaking and Listening |
| A. Detail | A. Listening Skills |
| B. Inferences | B. Speaking Skills |
| C. Fact and opinion | C. Discussion |
| D. Comparison | D. Presentation |
| E. Analysis and evaluation | 7. Characteristics and Function of the |
| 3. Reading, Analyzing, and Interpreting | English Language |
| Literature | A. Word Origins |
| A. Literary elements | B. Variations |
| B. Literary devices | C. Application |
| C. Poetry | 8. Research |
| D. Drama | A. Selection |
| 4. Types of Writing | B. Location of information |
| A. Narrative | C. Organization |
| B. Informational | |
| C. Persuasive | |

STANDARD(S) ADDRESSED

Standards Reporting Form	
Standard	ESL I ESL II ESL III ESL IV
1. Learning to Read independently	
. Purposes for reading	
. Word recognition skills	
. Vocabulary development	
. Comprehension and interpretation	
. Fluency	
2. Reading Critically in All Content Areas	
. Detail	
. Inferences	
. Fact from opinion	
. Comparison	
. Analysis and evaluation	
3. Reading Analyzing and Interpreting Literature	
. Literary elements	
. Literary devices	
. Poetry	
. Drama	
4. Type of Writing	
. Narrative	
. Informational	
. Persuasive	
5. Quality of Writing	
. Focus	
. Content	
. Organization	
. Style	
. Conventions	
6. Speaking and Listening	
. Listening skills	
. Speaking skills	
. Discussion	
. Presentation	
7. Characteristics and Function of the English Language	
. Word Origins Variations	
. Application	
8. Research	
. Selection	
. Location of information	
. Organization	

CLASSROOM TO ESL TEACHER COMMUNICATION

STUDENT: _____ DATE: _____

GRADE/COURSE: _____

TEACHER: _____ ESL TEACHER: _____

To help evaluate the above student's overall achievement/progress, please use the following scale to rate his/her performance in your class. Please note any specific comments for math, science, and social studies.

1 2 3 4 5
below grade level at grade level above grade level

Comments: 1. How would you assess the student's progress?

1 2 3 4 5

Oral Comprehension
Reading Comprehension
Completes Writing Assignments
Works Independently
Asks for help when needed
Successful completion of tests/
Assessments

Comments:

2. Please rate the student's work habits in your class. Does he/she bring required materials to class? Does he/she cooperate and interact positively with other students?

1 2 3 4 5
No effort Average effort Courteous
hard-working

Comments:

3. What would you like the ESL teacher to help the student with during the coming weeks or months?

_____ Please check here if the student is not participating in the content area subject due to pull-out or any other reason. _____ Grade in class to date. _____

ESL END-OF-YEAR EVALUATION

Name: _____ Date: _____

Grade/School: _____ P.L.: _____

ESL Teacher: _____ I.L.: _____

- INSTRUCTIONAL ENVIRONMENT OF ESL SERVICES**
- _____ 1. ESL Language Development (Gen.)
Tutorial Small Group
 - _____ 2. ESL Content-Area Support (English, Social
Studies, Science) Tutorial Small Group
 - _____ 3. ESL Class (Alternative to LA/Communications)

**STANDARDS
ADDRESSED**

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**ASSESSMENT
RESULTS**

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**NEW SCHOOL
YEAR
INSTRUCTION
AND MATERIALS**

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